

## **CHAPTER V**

### **RESEARCH DISCUSSION**

This part presents the discussion of the findings using relevant theories to clarify the findings. The discussion concerns on the salient findings of each formulated research questions.

#### **1. Discussion on The Factors causing of Students' Reluctance to Speak English in the Classroom Interaction experienced by Twelve Grade Students at SMK Baitul Izza Tulungagung.**

Based on the findings of this research, the students experience speaking reluctance in classroom interaction. Each student has similar factor of speaking reluctance which is divided into five factors. They are (1) psychological factors; lack of confidence and shyness (2) linguistic factors; lack of vocabulary and incorrect pronunciation, and the last (3) was sociocultural factor; classroom condition. Therefore, it is very necessary to discuss them in this part with relating them to the relevant theories about speaking reluctance's factors.

Lack of confidence as the first finding of this research is characterized as being silent. The students are quite when they are asked to answer teacher's question in English and when doing presentation. Nugroho (2017: 23)

supports that the students with lack of confidence would rather keep silent. In addition, it was in line with Erlina (2009: 3) that the students with no confidence also try to avoid speaking by answering the questions from their lecturers with just *yes* or *no* answer only.

Shyness refers to the condition where the students must face a hard situation which they cannot avoid that. For example is like afraid to make any mistake in delivering statement. It is in line with Arifin's statement (2017: 36) that "shyness" is defined as a psychological state that causes a person to feel discomfort in social situations. Moreover, shy student means that he or she is quite in class. Robby (2010) argues that some shy learners are caused by their nature that they are very quiet. In addition, to speak English in front of public can emerge shyness. Baldwin (2011) states that the effect of being shyness when speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

Then, the factor that makes student reluctance to speak English is lack of vocabulary. It is a big challenge for EFL learner because good speaker must master many diction and vice versa. It is in line with Nugroho (2017: 26) that having lack vocabulary could lead the students to the difficulties in language reception and production becomes the obstacle for them to express their ideas by spoken English. In addition, Lado (1977) also says that someone cannot conduct communication effectively or express their ideas both oral and written form if they do not have sufficient vocabulary.

Another factor to be reluctant to speak English is incorrect pronunciation. The students are uncommon to utter words by words in English because the form of the words and how to pronounce are different. Varasarin (2007: 16) reveals that students' low ability in pronunciation can become obstacle for them to speak. Furthermore, Gilbert (2009: 3) adds most of students do not have self-confidence to speak because they do not know how to pronounce a certain word well, which that condition becomes an obstacle for them to speak in English class.

The last factor of speaking reluctance is the condition of the room. The room has significant role to enhance students' enthusiastic in learning. So, a good classroom must be set not too cold not too hot and good in enlightenment so that the students can follow the class as well. Pan (2016) supports that some effects of environmental distractions are such as too hot or too cold room, too noisy, lacks oxygen or small and cramped can make students' concentration gone. Therefore, the class condition must be comfort for students. In line with that, Nugroho (2017: 33) suggests that in teaching and learning process especially in studying language, students need classroom environment, which it gives pleasure situation, such as the classroom is not hot, far, crowded, and clean.

## **2. Discussion on The Strategies employed by English Teacher to Reduce Students' Reluctance to Speak English in the Classroom Interaction experienced by Twelve Grade Students at SMK Baitul Izza Tulungagung.**

The second research problem is talking about teacher's strategies in order to reduce students' reluctance to speak English in the classroom interaction. Strategy must be fun and enjoy for students and no more demands to create comfortable learning process. Moreover, teacher must have various strategy to motivate and stimulate students to speak English. By doing that, the students are far from being reluctant to speak English. In the finding of this research, the researcher found four strategies employed by English teacher to reduce students' reluctance to speak English. They are done by doing Meeting and Greeting, Presentation, Describing Picture, and Song Lyrics through LCD Projector.

Meeting and Greeting is the set of activity that mostly done in the beginning time of class. The purpose of this strategy is to do warming up of speaking English by doing simple question and answer like greeting. It is said by Saraswati and Prasetyarini (2017) that the teacher, opened the learning by giving them a greeting such as "Good morning," "How are you today?," "Who is missing today?," and "What are the topics we have discussed last meeting?." This strategy emphasizes students to have a certain role-plays with a context. Same as Harmer (2001) say that the context is like a formal or business social happening where the students meet several people and introduce themselves. The benefit of meeting and greeting as the form of

simple dialogue can give students chance to speak up. According to Kayi (2012) offer students opportunities to actively practice their speaking skill in teaching and learning process can be done by simple dialogue between teacher and students.

The second strategy is Presentation. It is used to make the students have chance to speak English in front of the class one by one. In line with that, Brooks and Wilson (2014) state that the lack opportunities to practice oral presentation in their language classes means that most high school students and many university students do not get to experience the positive impact that this strategy can have on their language ability. By doing presentation, the students have good interaction with their peer or even their teacher. Girard, Pinar and Trapp (2011) support that using oral presentations in the language classroom lead to greater class interaction and participation, an increased interest in learning, and noticeable improvements in their students' communication and presentation skills. At last, this means that by presentation, the students can be more active than before. King (2002) agrees that presentation is a strategy that has been presented to encourage students to become active and autonomous learners.

The next strategy is describing picture. The picture is the media for stimulating student to speak English. In the learning process, the students are asked to tell what they imagine on the picture given by their teacher. In line with that, Solahudin (2009) states that describing picture is one of activity in teaching speaking English which students must describe pictures in front of

class because in this case the students are trained to imagine and retell the story in English speaking. Kayi (2012) supports that by doing picture describing, the students activity and imagination will be established as well as their confidence in public skill (speaking). In addition, Harmer (2001: 348) adds that the form of object description can be a kind of single pictures or even strip picture, so the students will describe the story according to the strip pictures.

The last strategy is giving a song lyric. This strategy provides the training of pronunciation in the form of sing a song. By giving some music, the students can enjoy the learning process and it can stimulate them to practice speaking English. As Harmer (2000: 242) reveals that music is a powerful stimulus precisely for students' engagement because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its affects if we so wish. In deep analyzing, giving music as media to train speaking English not only make students good in pronunciation but also enriching vocabularies. It is as said by Farhati (2011: 64) that the use of songs in the teaching-learning process has some benefit for the students which they not only learn about how the words pronounced but also Master English vocabularies.

By understanding two big finding data that had been found by the researcher and had been discussed, it can be said that the level of students who stand in Vocational Senior High School still encounter some factors of speaking reluctance. They were psychological factors (lack of confidence and

shyness), linguistic factors (lack of vocabulary and incorrect pronunciation), and the last (3) was sociocultural factor (classroom condition).

Comparing to the previous findings done by previous researcher, this current research's findings above dealing with factors of speaking reluctance supported first Wijaya's finding (2015) that there were only two factors of speaking reluctance such as anxiety and no motivation. Second, Al Nakhalah (2016) revealed more factors such as fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation. Third, Hafsah (2017) found not only psychological factor (shyness, fear to make some mistake, panic, and no motivation to speak English) but also linguistic factors such as lack in grammar or tenses and lack of vocabulary.

Furthermore, the next addition that was not found by the previous researcher above was the teacher's strategies to reduce those speaking reluctance's factors. While, the role of English teacher is quite important to reduce students' speaking reluctance. In order to stimulate the students to speak English or to reduce their speaking reluctance, the teacher has employed well some strategies within the learning process. They were Meeting and Greeting, Presentation, Describing Picture, and Song Lyrics through LCD Projector.